

Inspection report for early years provision

Unique reference number	319521
Inspection date	10/11/2008
Inspector	Linda Filewood
Type of setting	Childminder

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the childminding

The childminder was registered in 1974 and lives with her adult family in West Park, a suburb of Leeds. The childminder works on a permanent basis with another registered childminder. The dining room is used for childminding with supervised access to the lounge, kitchen and the first floor bathroom. There is a fully enclosed garden available for outside play.

When minding on her own, there are three places for children in the Early Years Foundation Stage. The childminder also offers three places for children aged between six and seven years old, before and after school. When minding with another childminder, she is registered to care for six children in the Early Years Foundation Stage and four children on the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. She is currently co-minding seven children under five years old and six children over five years old, before and after school, all on a part time basis. The provision is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder walks to local schools to take and collect children and attends local toddler groups with the children. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder works closely with her co-minder and jointly plans a good range of activities for the children. This coordinates support for each child and promotes learning as effectively as possible. Good communication, both verbally and in writing with parents and the provisions that the children also attend, ensures the needs of every child is fully met. Children's welfare is well promoted and they play in a secure and safe environment. Improvements have been made to the service since the last inspection and the childminder has just started to formally self-evaluate her provision, in order to identify the strengths and weaknesses in relation to the Early Years Foundation Stage. However, she is still developing her knowledge of the changes in legislation and much of her paperwork has yet to be updated.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure the complaints procedure contains the detail of Ofsted's role in the procedure
- continue to develop knowledge and understanding of the Early Years Foundation Stage
- ensure all documentation reflects the changes to legislation
- develop the use of observations, involving parents, to assist in planning for

next steps in children's learning.

The leadership and management of the early years provision

All the required documentation is in place and contributes appropriately to the management of the childminding service provided. The childminder now logs fire drills because of the previous inspection, showing that the children are aware of how to evacuate the provision safely. She is still developing her knowledge and practice of the Early Years Foundation Stage and supporting criteria. The childminder has attended basic training to support her in this, but plans to attend further local authority training are limited. She keeps up to date by accessing relevant web sites, seeking advice from outside agencies and reading the latest childcare information. Policies, procedures and written risk assessments are individual to the setting and appropriately promote the safety and well-being of the children, both on and off the premises. However, many of the written policies and the complaints log sheet, still refers to the National Standards and have not been updated, to reflect the recent changes to the Early Years Foundation Stage. The childminder has a sound understanding of child protection issues and knows where to seek advice if she has concerns.

The childminder keeps parents fully informed about their child, through regular discussions and exchanges of information, verbally and in writing. For example, through daily diaries and a parents pack, containing briefly written policies and procedures. However, Ofsted's role in the complaints procedure is not clearly explained, should they have a concern that is not resolved. The childminder discusses all aspects of practice with parents during initial meetings, building strong partnerships and trusting relationships. She actively promotes inclusion through her resources, activities and policies, ensuring all children and families feel welcomed and valued. The childminder works well with parents, to maintain children's home routines and cooperates closely with outside agencies, nurseries and the school children also attend, ensuring they meet each child's needs.

The childminder works well with her co-minder and assistants. They share the roles and responsibilities of the provision between them, to offer good supervision and support for the children. Space within the provision is satisfactorily organised to meet the children's needs, although not all areas registered for use are accessed by the children for general play. Both childminders consider their service, but have only just started to formally self-evaluate their provision using the Ofsted self-evaluation form, to identify specific areas for improvement.

The quality and standards of the early years provision

Daily activities and routines suitably take into account children's individual needs, interests and stages of development. The childminder is developing profiles for each child, which includes photographs, art work and observations. Observations mostly indicate the six areas of learning and some show how the child approaches the activity. However, few identify the next steps in their learning and no system is in place, to include the parent's contribution from home. The good range of

activities, both inside and outside the setting, positively supports and promotes the children's all round development. For example, visits to the park to play on the climbing frame and swings, to extend their physical development on challenging equipment. Children regularly attend toddler groups, where they take part in messy craft activities and celebrate festivals, such as Diwali with their friends. This encourages their social development and helps them to value different aspects of people's lives. They enjoy many local amenities, such as museums, where interactive displays stimulate their curiosity. In the childminder's home, children are encouraged to make decisions and investigate the resources. For example, young children enjoy the sounds of musical toys and use their developing physical skills, to pull themselves up to see what else is available, just out of reach.

The childminder provides a wide range of resources, most of which are easily accessible to children, although some are on high shelves and children have to ask for them. Children are encouraged to play with all the resources that are appropriate for their stage of development and any unsuitable items are removed from them. The childminder has a good awareness of potential hazards and takes positive steps to promote safety. She supervises well at all times within the home and children's safety is competently maintained on outings.

The childminder allows children to play and learn independently, but offers support and encouragement when needed. For example, she sits close by to offer support to young children, who are concentrating on putting the beakers back in their original order. The children have warm relationships with the childminder and relate well to other adults and each other. Their good health is well promoted through healthy, home cooked meals. There is a clear understanding of reducing the risk of cross infection, by promoting good hygiene routines and children drink from their own water bottles when they are thirsty.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.